



**Scoring Rubric Guidance:** This scoring rubric is completed based on the preliminary desk review. Please cite or indicate source(s) for each ranking. Scores of five<sup>9</sup> or more per category (along with inadequate secondary data collected during initial document review) may indicate the need for additional follow-up in the form of primary data collection and analysis using portions of Tool 10.

Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
A. Internal: School-related gender-based violence (SRGBV)	Students face risk of physical, sexual, or emotional abuse from teachers.				
	Students face risk of physical, sexual, or emotional abuse (including bullying) from other students.				
	Students face risk of or teachers use corporal punishment (hitting, hard labor, standing in sun, etc.).				
B. Internal: Gang or armed group violence	Students face risk of violence from gang members or armed groups in schools.				
	Students face risk of recruitment by gang members or armed groups in schools.				
	Teachers/staff face risk of violence from gang members or armed groups in schools.				
C. Internal: Negative and unsupportive school climate	Students and teachers have a generally positive perception of their school (enter 1 if yes, 3 if no).				
	Teachers generally refrain from punitive disciplinary strategies for behavior management, such as corporal punishment, suspension, and expulsion (enter 1 if yes, 3 if no).				
	School has sufficient and adequate chairs, roof, walls, tables, and chalkboards for students; toilets for girls; and a source of potable water (enter 1 if yes, 3 if no).				

<sup>9</sup> Alternatively, the threshold can be determined by the RERA Team, with the rationale clearly explained in the RERA Final Report.



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
D. External: Caught in the crossfire – gang violence	Students and/or teachers face risk of violence from gang members on the way to and from school.				
	Students face risk of recruitment by gang members on the way to and from school.				
	The school is at risk of gang attack or control.				
E. External: Caught in the crossfire – armed conflict	Students and/or teachers face risk of violence by armed groups on the way to and from school.				
	Students and/or teachers face risk of kidnapping or recruitment by armed groups or coercion by criminal groups on the way to and from school.				
	The school itself is at risk of armed group attack or control.				
F. External: Education under attack (ideological / extremist anti-school)	Students face risk of being direct targets of violence by armed groups or individuals (within school or on way to or from).				
	Teachers face risk of being direct targets of violence by armed groups or individuals (within school or on way to or from).				
	The school itself is at risk of being a target of violence by armed groups or individuals.				
G. External: Incidental violence to and from school (e.g., from community members or neighboring community members)	Students face risk of violence from community members and/or strangers (organized gang or group/faction) on the way to and from school.				
	Students face risk of kidnapping from community members and/or strangers (not related to organized gang or group/faction) on the way to and from school.				
	Teachers/staff face risk of intimidation, extortion, or forced recruitment into criminal activities by community members and/or strangers (organized gang or group/faction) on the way to and from school.				



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
H. Environmental: Geological hazards: (earthquake, landslide, tsunami, volcano)	Schools and surrounding area are at risk of geological hazards.				
	Schools are constructed with geological hazard-resilient materials (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for geological hazards (enter 1 if yes, 3 if no).				
I. Environmental: Water-related hazards (flood, storm, surge, drought)	Schools are at risk of being affected by water-related hazards.				
	Schools are constructed in a water-related hazard-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for water-related hazards (enter 1 if yes, 3 if no).				
J. Environmental: Fire (wildfires)	Schools and surrounding area are at risk of wildfires.				
	Schools are constructed in a wildfire-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for wildfires (enter 1 if yes, 3 if no).				
K. Environmental: Wind-related hazards (cyclones, windstorms, sandstorms)	Schools and surrounding area are at risk of wind-related hazards.				
	Schools are constructed in a wind-related hazard-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for wind-related hazards (enter 1 if yes, 3 if no).				



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
L. Environmental: Chemical, biological, radiological, nuclear hazards	Schools and surrounding area are at risk of chemical, manufactured biological, radiological, or nuclear hazards.				
	Schools are constructed in a manner resilient to chemical, manufactured biological, radiological, or nuclear hazards (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for chemical, manufactured biological, radiological, or nuclear hazards (enter 1 if yes, 3 if no).				
M. Environmental: Health and epidemics	The area is at risk of epidemics or health crises.				
	Schools have safeguards for protecting against or identifying epidemics or health crises within the school setting only (enter 1 if yes, 3 if no).				
	Schools have preparedness plans to respond when students/staff face the risk of epidemics or health crises in the surrounding community or region (enter 1 if yes, 3 if no).				
N. Environmental: Malnutrition and famine	The area is at risk of malnutrition or famine.				
	Schools have safeguards for protecting against or identifying malnutrition or famine within the school setting only (enter 1 if yes, 3 if no).				
	Schools have preparedness plans to respond when students/staff face the risk of malnutrition or famine in the surrounding community or region (e.g. feeding plans) (enter 1 if yes, 3 if no).				



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
O. Crosscutting: Trauma related to sexual and gender-based violence (SGBV) (e.g., FGM/C, SRGBV)	Students are at risk of SGBV in school and/or out of school.				
	Teachers/staff are at risk of SGBV in school and/or out of school.				
	Schools have psychosocial support mechanisms for students and teachers at risk of SGBV (e.g., girls have female teachers to talk to) (enter 1 if yes, 3 if no).				
P. Crosscutting: Trauma related to conflict, disasters, or epidemics (e.g. drought, famine, violence)	Students are at risk of psychosocial and mental health problems related to disasters, conflict, violence, or health epidemics.				
	Teachers/staff are at risk of psychosocial and mental health problems related to disasters, conflict, violence or health epidemics.				
	Students and teachers have access to psychosocial support mechanisms related to violence or disasters (e.g., girls have female teachers to talk to) (enter 1 if yes, 3 if no).				